

**School District 148**  
**Induction/Mentor Program Year 1**  
**Reflection Activity #2**

Goal

- To help the participating teacher understand and complete the professional responsibility of reflection
- To help the participating understand component 1B of the Danielson Framework for Teaching
- To provide the participating teacher with a mentor's feedback on the reflection process

Purpose

- To help the participating teacher recognize the need for reflection.
- To help the participating teacher revisit the interest inventory, conduct a multiple intelligence inventory, and to reflect using the Danielson Framework for Teaching.
- To serve as a program evaluation instrument to assess mentor/ participating teacher interactions.

- Procedure:
- 1) Participating teacher completes reflection form
  - 2) Participating teacher gives reflection to mentor for review
  - 3) Mentor and participating teacher meet to discuss reflection

Timeline: Participating teacher completes reflection activity.	30 minutes
Mentor reviews participating reflection	30 minutes
Meeting with mentor to discuss reflection	30 minutes

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Participating Teacher \_\_\_\_\_

Mentor Teacher \_\_\_\_\_ Date \_\_\_\_\_

Revisit the interest inventory you gave your class at the beginning of the year. Include a copy of the questions here.

Reflect on the student responses to the interest inventory. Briefly, describe the responses to the questions and describe how you are using this information in your classroom.

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**Investigating multiple intelligence**

Understanding your students is one of the components of teaching. Conduct a multiple intelligence survey of your students. You can use the one provided at [www.paec.org/teacher2teacher/gotthehots\\_multi\\_intell\\_survey.pdf](http://www.paec.org/teacher2teacher/gotthehots_multi_intell_survey.pdf) or use one of your own. Many MI assessments can be found online by using a search engine with “Multiple Intelligence Assessments”. Include a copy or reference to the one you choose to use.

Investigate the multiple intelligences shown by students in your classroom. Provide a brief description of the MI’s that students are exhibiting in your classroom and how you will use this information when interacting with students.

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Using the Danielson Framework for Teaching, complete a self-assessment of your ability to demonstrate knowledge of your students. Underline or circle all parts of the rubric that apply. After the assessment, describe three pieces of evidence that support your placement on the rubric.

	Unsatisfactory	Basic	Proficient	Distinguished
1B - Knowing and Valuing Students	The teacher lacks sufficient knowledge of students to support student learning or development.	The teacher's knowledge of students' identities, as well as their strengths and needs, partially supports learning and development	The teacher's knowledge of students supports learning and development, and enables the teacher to build upon student assets	The teacher's knowledge of students is extensive and fosters student learning and development to support academic and personal success

Evidence
Artifact #1
Artifact #2
Artifact #3

